



Name: Deborah Eaton		Unit Plan: Five days (each lesson is 1 hour)
		Subject/Grade Level: Middle School (grades 6-8), Exploratory Language
Unit Title:	Introduction to the European Union	
Standards:	<ul style="list-style-type: none"> → NH.CLL.2.3- Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details. - NH.CLL.4.1- Classify basic cultural practices of people in the target culture and the students' culture - NH.COD.3.3- Use readily available technology tools and digital literacy skills to present academic information in the target language. 	
Objectives		
This week long unit of study will introduce middle school students to the European Union.		
Key Concepts		
→ European Union; EU member states,		
Essential Questions		
<ul style="list-style-type: none"> → Which countries are in the European Union? → What are the goals of the European Union? → Why should a country seek to become a member of the EU? → What are the advantages of being an EU member state? → Are there any disadvantages to being an EU member state? What are they? 		
Learning Acquisition and Assessment		
Students will know... (content/concepts)	Students will be able to... (skills, performance tasks)	
<ul style="list-style-type: none"> → The names of the countries in the European Union. → Why the European Union was formed, and its key objectives. 	<ul style="list-style-type: none"> → Identify the countries in the European Union → Define the goals of the European Union → Analyze the advantages and disadvantages of EU membership 	





Formative Assessments <ul style="list-style-type: none">→ worksheet "Mapping the European Union"→ European Union crossword puzzle.→  EU fill the blank	Summative Assessments <ul style="list-style-type: none">→ EU simulation activity: My Backyard
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<p>To begin our week long study of the European Union, students complete an activity (on Padlet) where they answer three questions. The questions are along the lines of a KWL (Know, Want to know, Learn) chart:</p> <ol style="list-style-type: none">1. What do you already KNOW about the European Union? (it's OK to say "Nothing"),2. What do you WANT to know about the EU? (This time it's NOT OK to say "Nothing!") and at the end of the lesson, we will return to the Padlet for the final question:3. What did you LEARN about the European Union? <p>Next, students access slides 1-4 of the Google Slideshow This is the European Union</p> <p>Class discussion: This is the European Union.</p> <p>Which countries are in the European Union? Using the interactive map at https://24timezones.com/worldmap, students complete the worksheet "Mapping the European Union". The map on the worksheet shows Europe, and each country has a number 1-28. Students write the names of the countries in the European Union next to the corresponding number. Class review the answers with the teacher after completion of the worksheet.</p> <p>Exit ticket is to answer question 3 of today's Padlet: What did you learn about the European Union today?</p>
Day 2	<p>Review of previous material: As a warm up, locate three European Countries on a map.</p> <p>Students are then given flashcards which have the following words on them:</p> <ol style="list-style-type: none">1. Single market2. Tariff3. The European Union4. Sovereignty5. Currency6. Eurozone <p>As a group, the class reads the document European Union: Definitions. Teacher calls on volunteers to provide definitions for words on flashcards, which can be found in the text. Teacher then asks questions relating to the text.</p> <p>Students then complete a European Union crossword puzzle.</p>





	Exit ticket: Choose three of the vocabulary words we defined today. Give a definition in your own words.
Day 3	<p>Warm up: Journal entry - what do you think are the advantages of the European Union? Why might it be a good idea to join the EU? Can you think of any possible reasons for a country not to join?</p> <p>Students then discuss their thoughts and teacher shares slide 6-10 of Google Slideshow This is the European Union</p> <p>Students are assigned to small groups. Each group reads a different section of an article about the European Union. Topics include:</p> <ul style="list-style-type: none"> • Beginnings • Formation of the European Community • Increasing Cooperation • Formation of the European Union <p>Once they are finished reading, papers are collected and each group is given another version of the story with missing key words, names, and terms. Each group will be assigned a different section of the text. Class members must try to fill in the spaces with the missing words, names, and terms that correctly complete the sentences. Correct answers can be chosen from a list that is provided. Each group will provide the answers for the section they have been assigned.</p> <p>Exit ticket: Imagine that your classmate was absent today. What would you tell them to catch them up on what we learned in class today?</p>
Day 4	<p>EU Simulation: My backyard or your backyard?</p> <p>Today, students create a “backyard” (country) and set forth their expectations for sharing their neighborhood and becoming part of the community (EU).</p> <p>Teacher will introduce the simulation assignment using the warm up document “My backyard, your backyard”.</p> <p>For this assignment, students work in the groups to which they were assigned on Day 3. Students will work on completing each of the following documents. They will present their “backyard” in class tomorrow. Each member of the group will be required to contribute to each document.</p> <ul style="list-style-type: none"> • Description of your backyard • Rights of the members of your yard • Backyard constitution • Reflection sheet
Day 5	Students present their “backyard” (EU country) and their expectations and rules. The Description, Rights, Constitution and Reflection will be the Summative Assessment for each group.
Resources and Materials	
Books/Articles	Worksheets
	Social media accounts/other digital resources





EUUnited

Teacher Fellows Program

<p>→ https://vittana.org/13-advantages-and-disadvantages-of-the-european-union</p> <p>→</p>	<p>→ included in the lesson plan outline for each day.</p>	<p>→ N/A</p>
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